



2019-2020 P-TECH and ICIA Planning Grant
COMPETITIVE GRANT Application Due 5:00 p.m. CT, Thursday, December 13, 2018

NOGA ID

Authorizing legislation **GAA, Article III, Rider 67, 85th TX Leg, Regular Session, 2017, and TEC §§29.551-29.556 and §29.908**

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Application stamp-in date and time

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Grant period from **March 1, 2019 - August 31, 2020**

☒ Pre-award costs are not permitted.

Required Attachments

Attachment 1: Documentation of Collaboration

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds): **N/A**

Applicant Information

Organization **Baquete ISD** CDN **178-913** Vendor ID **74-6000221** ESC **02** DUNS **877310371**
Address **P O Box 369** City **Banquete** ZIP **78339** Phone **361-387-2551**
Primary Contact **Max Thompson** Email **mtompson@banqueteisd.net** Phone **361-387-2551**
Secondary Contact **Denise Blanchard** Email **dblanchard@banqueteisd.net** Phone **361-387-8588**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name **Max Thompson** Title **Superintendent**

Email **mtompson@banqueteisd.net** Phone **361-387-2551 x224**

Signature **Max Thompson** Date **12/11/2018**

Grant Writer Name **N/A** Signature Date **N/A**

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

Shared Services Arrangements

X SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Banquete ISD students are in need of a transitional experience to postsecondary school and the workforce. Our students need the opportunity to earn a high school diploma while also earning industry certifications and/or an associate degree.	The district plans to address this need through the grant program. The program will provide approximately 120 students in grades 9-12 the opportunity to earn a high school diploma while simultaneously earning industry certifications, level 1 or level 2 certificates, and/or an associate degree on or before the sixth anniversary of a student's first day of high school and at no cost to the student.
Banquete ISD needs to establish partnerships with business/industry and IHE's. These relationships will provide rigorous academic and work-based learning programs leading to regional employment.	The district will address this need through the grant program. Our partners will serve on the leadership and advisory teams to provide support and guidance to the grant program in the following: resource acquisition, curriculum development, work-based learning, and student/community outreach.
Banquete ISD students are in need of an innovative high school model that provides wrap around services to our students in grades 9-12. The district will focus on students who are at-risk of dropping out of school.	The district will address this need through the grant program. The P-TECH/ICIA model provides an exciting and transformative approach to high school that immerses students in rigorous educational opportunities that are connected to Texas's regional labor market demands, responsive to employer needs.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Banquete ISD's smart goal for this program is to design a P-TECH and ICIA program that meets design elements and outcome-based measures detailed in the P-TECH and ICIA Blueprint by February 2020 and begin serving our students in the 2020-2021 school year. Our first cohort of students will be approximately 60 students in grades 9 and 10. Our program will provide our students the opportunity to earn a high school diploma while simultaneously earning industry certifications, level 1 or level 2 certificates, and/or an associate degree on or before the sixth anniversary of a student's first day of high school and at no cost to the student.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

3/1/2019-5/31/2019

During the first quarter of the planning grant the district will determine the School Design. Our program will offer open enrollment and flexible scheduling structures that enable students to combine high school, postsecondary courses and work-based learning, at no cost to participating students. The design plan will include identifying staff consisting of local staff, partner staff, and IHE staff. Included in the design will be the following: development of a leadership team, documented meetings of the leadership team, professional development plans for staff focused on research-based instructional strategies, and flexible scheduling for students at all grade levels.

Deliverables include: Mentor and induction program plans; Yearly training and professional development plans with P-TECH/ICIA and IHE staff, Leadership meeting agendas and notes.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

6/1/2019-8/31/2019

During the second quarter of the planning grant the district will work with our strategic partners in business and industry and IHE's by formally articulating in writing clearly defined career paths. All pathways must lead to an associate degree, postsecondary certificates provided by the IHE and/or industry certifications. The partners will develop a memorandum of understanding that clearly defines the roles and responsibilities of each partner and the district. The IHE will also develop an articulation agreement with the district regarding the P-TECH/ICIA grant program.

Deliverables include: Meeting agendas and minutes, with action items and decision logs; Draft MOU's with industry partner/business; Draft articulation agreement with IHE; A list of strategic partners with each member's organization, title and role in providing work-based learning for students by grade level

Third-Quarter Benchmark

9/1/2019-11/30/2019

During the third quarter of the planning grant the district will work with our partners on curriculum, instruction, and assessment. The district's P-TECH/ICIA program will provide a rigorous course of study that enables a participating student to receive a high school diploma, an associate degree, postsecondary certificate provided by an IHE, or industry certification during Grades 9-14. These course pathways are informed by regional and state workforce and economic development needs that prepares our students for high-wage, high-demand, high-skill career fields.

Deliverables include: Four-year crosswalk document, Master Schedule, Curriculum alignment documents, Testing calendar and schedule for TSI, ACT, SAT or other assessments, Documentation detailing a minimum of three course of study examples that outline student pathways from high school, to associate degrees, to work credentials and beyond

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Banquete ISD's P-TECH/ICIA planning grant will involve in-depth planning and design with district staff, partner staff, and IHE staff. We have identified in the Benchmarks above the expected deliverables for each benchmark. We developed these benchmarks in-line with the proposed P-TECH/ICIA Blueprint that will be due to TEA in February 2020 in order to apply for final funding for the P-TECH/ICIA program. If our benchmarks or summative SMART goals do not show progress, the advisory board will need to address the items with each partner in the grant including the district, industry partners, and the IHE. Our program director will be responsible for project evaluation in order to determine that we are on-track to complete the final P-TECH/ICIA Blueprint. The program director will also be responsible for following all Statutory/Program Requirements as stated in grant guidelines.

The program director will ensure that the district meets the statutory and program requirements in the application in order to be considered for funding:

P-TECH and ICIA campuses must establish recruitment and enrollment processes and requirements that will not exclude or discourage the enrollment of any of the subpopulations.

P-TECH and ICIA schools must provide for a program/course of study that enables a participating student in grade levels 9-12 to combine high school courses and postsecondary courses.

P-TECH and ICIA schools must enter into an articulation agreement with IHEs that are accredited by a national or regional accrediting agency.

P-TECH and ICIA schools must enter into a MOU with regional industry or business partners in Texas.

The district must establish a Leadership Design Team.

The district must develop wrap-around strategies and services involving multiple stakeholders.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check each of the following boxes to indicate your assurance.

- ☒ Program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds; state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds; program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ Applicant agrees to track and report all Performance Measures defined in the 2019-2020 P-TECH and ICIA Planning Grant Program Guidelines and shall provide TEA any performance data necessary to assess the success of the school.
- ☒ Grantee will develop a P-TECH and ICIA Implementation Plan, based on the P-TECH and ICIA Blueprint and in the template format to be provided by TEA, which will be submitted to TEA for review and approval prior to applying for the 2019 -2020 P-TECH and ICIA designation.

THE FOLLOWING ASSURANCES ARE REQUIRED BY STATUTE:

- ☒ P-TECH and ICIA schools will provide participating students with flexibility in class scheduling and academic mentoring.
- ☒ The P-TECH and ICIA school will be open enrollment. Enrollment decisions will not be based on state assessment scores, discipline, history, teacher recommendations, minimum grade point average (GPA) or any other criteria that create barriers for student enrollment.
- ☒ The P-TECH and ICIA schools will allow participating students to complete high school and, on or before the sixth anniversary of the date of the student's first day of high school: receive a high school diploma, an associate degree, a two-year postsecondary certificate, or industry certification; and complete work-based education through an internship, apprenticeship, or other job training program
- ☒ P-TECH and ICIA programs will be provided at no cost to participating students.
- ☒ P-TECH and ICIA schools will ensure that the students are entitled to the benefits of the Foundation School Program in proportion to the amount of time spent by the student on high school courses, in accordance with rules adopted by the commissioner, while completing the program/course of study established by the applicable IHE articulation agreement or Industry/Business Partner memorandum of understanding.

Statutory Requirements

1. Describe the recruitment and enrollment plan. Include a general timeline and describe the specific activities planned to serve the target population.

The district currently has recruitment and marketing plan in place. Recruitment materials will be distributed to feeder schools and other locations in the community. This includes brochures and marketing materials in Spanish/English. A written communication plan has been approved for targeting identified audiences, parents, community members, school board, higher education personnel, etc. This communication plan includes targeted media outlets (local newspapers, school bulletin, social media, daily announcements, school closed captioned televisions in high traffic areas, district and campus websites).

Enrollment- 1. To introduce the intent, goals, expectations, and structure of P-TECH the principal, assistant principal, and counselor will conduct an orientation and interview for parents and students. 2. The student and parent will complete the enrollment application and submit these documents to the district administrator. 3. The application will be reviewed by the selection committee. The selection committee consists of district administration, counselors, and PLC members from the high school and junior high school. 4. Applications meeting the selection criteria will be placed in a lottery pool in which students will be selected to be a part the P-TECH cohort. 5. The selected applicant and parent will be notified of their selection within 3 weeks of the lottery drawing. 6. The parent will have 2 weeks to notify administration of their acceptance of their selection to participate in the P-TECH cohort. 7. A second random lottery drawing will be held to fill any vacancy to meet the TEA agreed upon cohort size. The district will encourage students at-risk of dropping out of school to apply.

Statutory Requirements (cont'd)

2. Describe the course of study that the school is planning to offer and how it expands upon current offerings. Include how the course of study will enable a student to combine high school courses and postsecondary courses and identify crosswalks, sequence of courses, degrees/certificates/certifications earned, and work-based education that will be available to students at every grade level. Describe how the selected course of study will address regional workforce needs.

According to the TEA Tri-Agency Education to Workforce Summit, the industrial areas that are projected to have the most significant growth in the Coastal Bend over the next 5 years are health care and social assistance (29%), petrochemical (12%), and manufacturing (3%). This grant will afford Banquete High School the opportunity to expand employability skills and certifications for our students' who plan to go into the workforce instead of attending a four-year institution of higher education. Each of the identified areas of industrial growth are also projected to have average wages ranging from \$20.83 to \$37.32 an hour which would provide a livable income for students provided they have the opportunity to participate in training and certification programs. BHS serves a student population consisting of 79% Economically Disadvantaged (State 59.0%), 50% meet at-risk criteria defined by PEIMS (TEC §29.081), 2% identified as LEP/ESL, 11% migrant and due to high mobility rates of this student group the continuity in education is a profound hindrance to college readiness standards. Of the 275 students we serve only 28% of our student body scored at or above the college ready level on SAT, ACT, or TSIA (State 38.7) and only 21% completed a college-level dual credit course. The courses we are proposing will meet the regional workforce needs.

Current Courses/Certifications

Ag Food and Natural Resources- Principles of Agriculture, Food, and Natural Resources; Livestock Production; Small Animal Management; Veterinary Medical Applications; Advanced Animal Science; Agribusiness Management and Marketing; Wildlife Fisheries and Ecology Management; Floral Design; Landscape Design and Management; Agricultural Mechanics and Metal Technologies; Agricultural Structures Design and Fabrication – Certifications-NCCER Core Safety Certification; Floral Design 1 Floral Design 2.

Education and Training- Principles of Education and Training; Human Growth and Development-No certifications

Human Services- Principles of Human Services; Human Growth and Development; Child Guidance; Practicum in Human Services-No certifications

Business Management and Administration- Principles of Business Marketing and Finance; Touch System Data Entry; Business Information Management I; Business Information Management II; Virtual Business-Certifications- Microsoft Office Powerpoint, Word, Excel, Access

BHS offers students the opportunity to participate in a certified nurse's assistant program, phlebotomy, and EKG training through Del Mar College which fits the health and social services industry-Certifications EKG/ECG Technician, Certified Nurses' Aide/Assistant, Certified Phlebotomy Technician

Electrical assistant training certification through the Craft Training Center of South Texas-Certifications-NCCER Core Curriculum; NCCER Electrical 1

Courses the district would like to offer:

Manufacturing- Principles of Manufacturing, Introduction to Welding, Welding I, Welding 2-Certification

Industrial Instrumentation- coursework- Introduction to Computers, Introduction to Process Technology, Safety Health and Environment I, Process Technology I: Equipment, Process Instrumentation I, Industrial Processes, Process Technology II: Systems, Industrial Mathematics, Principles of Quality, Process Technology 3: Operations, Unit Operations, Special Topics in Communications, Process Troubleshooting Certification- through Craft Training Center and Del Mar-Process Technology Certificate

Environmental Petrochemical Lab Technology- Principles of Quality, Safety Health and Environment II, Accident Prevention, Inspection and Investigation-Certification Environmental Petrochemical Lab Technology Enhanced Skills Certificate.

Health Science-Del Mar Program Dental Assisting Principles of Health Science- students then attend classes at Del Mar to obtain the credentials to take the Dental Assisting Certificate.

Arts, A/V Technology, and Communication- Principles of Arts, Audio/Video Technology, and Communications, Video Game Design, Animation 1, Animation 1 Lab, Animation 2, Animation 2 Lab-Certification

These courses are ones the district would like to explore during the planning phase for the grant. The grant will provide a course of study that enables our students the opportunity to complete high school graduation requirements, and either an associate degree, postsecondary certificate provided by an IHE, or industry certification on or before the sixth anniversary of the date of the student's first day of high school. We will work with industry partners to develop work-based education.

Statutory Requirements (Cont.)

3. Name the IHE and describe how the proposed program will meet the requirements for the partnership, as described on page 8 in the 2019-2020 P-TECH and ICIA Planning Grant Program Guidelines.

Del Mar College is our current IHE. The district currently has an articulation agreement with Del Mar for our current dual credit and certificate programs. The district will enter into a grant specific articulation agreement with Del Mar College, which is accredited by a national or regional accrediting agency recognized by the Texas Higher Education Coordinating Board in accordance with Texas Administrative Code (TAC) §74.25. The articulation agreement must provide a participating student access to postsecondary educational and training opportunities at the college and must address all the items below:

- curriculum alignment;
- instructional materials;
- instructional calendar;
- programs/courses of study;
- student enrollment and attendance;
- grading periods and policies; and
- administration of statewide assessments

During the planning process the district will also consider other IHE's for certain courses and/or pathways.

4. Name the regional industry or business partner and describe how the proposed program will meet the requirements for the partnership, as described on page 8 in the 2019-2020 P-TECH and ICIA Planning Grant Program Guidelines.

The districts industry partners are Lyondell Industries, MMR Constructors, and Rabalais. During the planning phase of the P-TECH and ICIA grant program, the district and other partners will work with local industries to develop strategic partnerships with businesses and industry partners to articulate in writing a clear variety of careers based on our local needs according to the regional workforce commission.

During the planning phase the district will work with industry partners to develop a memorandum of understanding (MOU) that clearly define the roles and responsibilities of a strong partnership with business and/or industry partners to provide:

- a. A detailed plan for work-based learning experiences for students appropriate to each grade level, such as facility visits, guest speakers, presentations, career information, job shadowing, internships, externships, and apprenticeships.
- b. Clear roles and responsibilities for worksite supervisors, mentors, teachers, support personnel, and other partners.
- c. Career mentoring with industry/business partner.
- d. Support for students' activities, such as clubs, Career and Technical Student Organizations, competitions, and special initiatives.
- e. Each MOU will include an agreement that the regional industry or business partner will give to a student who receives work-based training or education from the partner under the P-TECH/ICIA program priority in interviewing for any jobs for which the student is qualified that are available on the student's completion of the program.
- f. Course path and program monitoring.
- g. The MOU will state clearly the industry certifications that will be acquired and the standards/curriculum that will be followed to achieve stated certifications.
- h. Student access to business and industry partners and work-based learning facilities, services, and resources.

The district will continue to look for additional industry partners during the planning process for this grant program.

TEA Program Requirements

1. Describe the current leadership team. Include a list of the individuals and their titles, along with how often the leadership team will meet, the dates of meetings that have already been held, any upcoming meetings, and agenda topics.

The district's leadership team will consist of district, industry partners, IHE personnel, and regional workforce commission personnel.

Superintendent, Max Thompson, PhD in Education, 30 years experience in education.

Principal, High School. Denise Blanchard, Masters degree in psychology, 18 years experience in education.

CTE Teacher, Sandra Martinez, Bachelors degree, 10 years experience in education.

CTE Teacher, Roel Garza, Bachelors degree, 10 years experience in education.

Business Manager, Adrian Pena, Bachelors degree in business administration, 19 years experience.

Industry Partners

Llyondellbasell Industries- Contact- Alicia Matus, Plant Manager.

MMR Constructors, Inc.- Contact Scott Lewis, Senior Project Manager.

Rabalais- Luke Barrera, Vice President.

Del Mar College, Javier Escamilla, Assistant Director of Grants

Craft Training Center, Mike Sandroussi, Director Craft Training Center

Texas Workforce Commission, Alba Silvas

The Leadership Team will meet twice monthly in order to develop the grant program and complete the P-TECH/ICIA Blueprint and other grant requirements. The team has met several times over the past 2 months to discuss the planning application. Upcoming meetings and agenda topics will include:

School Design

Target Population

Strategic Alliances

Curriculum, Instruction, Assessment

Work-based Learning

2. Describe the current wrap-around strategies and services the campus is offering, as well as the additional strategies and services that are planned to support P-TECH.

The district currently offers counseling services, homework assistance, credit recovery, college guidance. If funded for the grant, the district will provide wrap-around strategies and services involving multiple stakeholders (parents, teachers, counselors, community members, etc.) to strengthen both the academic and technical skills necessary for high school and college readiness, as well as provide academic, technical, and individual support for students to be successful in rigorous academic and work-based learning experiences.

We will develop individual college and career focused student graduation plans, these plans will be updated and reviewed on a regular basis in order to keep students on-track.

We will also offer other strategies such as:

Remediation/Acceleration

Flexible scheduling

Tutoring/Mentoring

College Readiness activities, including SAT, ACT study prep

Industry mentorships

Connections to social services

Community service to drive community involvement

Skill building activities, time management, study skills, interpersonal relationship skills

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

Description of Activity or Cost	Amount Budgeted
Payroll Costs (6100)	
1. Stipends, Extra duty pay, Subs - so that staff can attend training, workshops	\$10,000
2.	
3.	
4.	
5.	
Professional and Contracted Services (6200)	
6. Career curriculum specialist - to assist in designing the grant program	\$20,000
7.	
8.	
9.	
10.	
Supplies and Materials (6300)	
11. Supplies and Materials - materials needed in the design of the grant program	\$500
12.	
Other Operating Costs (6400)	
13. Travel - travel, per diem, hotels, etc. - to attend training, workshops, visit existing schools	\$15,000
14.	
15.	
Capital Outlay (6500)	
16.	
17.	
Total Direct Costs	50,000
Total Indirect Costs	0
TOTAL GRANT AWARD REQUESTED	50,000
(Total Direct Costs + Total Indirect Costs)	

ATTACHMENT 1: Documentation of Collaboration

Use this form to document the collaboration with regional/local workforce board and/or chamber of commerce. Include a regional labor market snapshot aligned with the CTE program of study described in Statutory/Program Requirement #2 on page 5 of the application. The regional/local workforce board and/or the chamber of commerce should be specifically identified and names of the individuals who collaborated with the grant applicant should be listed. Limit to one page

According to the TEA Tri-Agency Education to Workforce Summit, the industrial areas that are projected to have the most significant growth in the Coastal Bend over the next 5 years are health care and social assistance (29%), petrochemical (12%), and manufacturing (3%). This grant will afford Banquete High School the opportunity to expand employability skills and certifications for our students' who plan to go into the workforce instead of attending a four-year institution of higher education. Each of the identified areas of industrial growth are also projected to have average wages ranging from \$20.83 to \$37.32 an hour which would provide a livable income for students provided they have the opportunity to participate in training and certification programs. BHS serves a student population consisting of 79% Economically Disadvantaged (State 59.0%), 50% meet at-risk criteria defined by PEIMS (TEC §29.081), 2% identified as LEP/ESL, 11% migrant and due to high mobility rates of this student group the continuity in education is a profound hindrance to college readiness standards. Of the 275 students we serve only 28% of our student body scored at or above the college ready level on SAT, ACT, or TSIA (State 38.7) and only 21% completed a college-level dual credit course. The courses we are proposing will meet the regional workforce needs.

Our Principal, Denise Blanchard, attended regional workforce workshops during November 2018. Ms. Blanchard also discussed the grant and programs of study with Alba Silvas of the Texas Workforce Commission. Banquete ISD is a small rural district with approximately 950 students. Banquete is very small, we do not have a chamber of commerce.

The 2010 census reported the population for the city of Banquete to be 726. Banquete is located approximately 23 miles from Corpus Christi. Estimated per capita income in 2016 was \$26,251.

Most common industries in 2016 by (%)

Mining, quarrying, and oil and gas extraction (34%)
Manufacturing (12%)
Other services, except public administration (9%)
Professional, scientific, and technical services (8%)
Health care and social assistance (8%)
Retail trade (7%)
Construction (6%)

Most common occupations in 2016 by (%)

Production occupations (28%)
Installation, maintenance, and repair occupations (26%)
Construction and extraction occupations (20%)
Food preparation and serving related occupations (8%)
Sales and related occupations (7%)
Management occupations (6%)
Material moving occupations (4%)

Banquete compared to Texas state average:

Median house value significantly below state average.
Unemployed percentage significantly below state average.
Black race population percentage significantly below state average.
Hispanic race population percentage above state average.
Median age above state average.
Foreign-born population percentage significantly below state average.
Renting percentage below state average.
Length of stay since moving in significantly below state average.
Percentage of population with a bachelor's degree or higher significantly below state average.